List of Publications by Year in descending order

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| # | Article | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Exploring the Truth of Michael Yudin's Claim: The More Time Students With Disabilities Spend in General Classrooms, the Better They Do Academically. Journal of Disability Policy Studies, 2023, 33, 236-252. | 1.5 | 15 |
| 2 | Commercially Developed Tests of Reading Comprehension: GoldÂStandard or Fool's Gold?. Reading Research Quarterly, 2022, 57, 385-397. | 3.3 | 14 |
| 3 | Connections between mathematics and reading development: Numerical cognition mediates relations between foundational competencies and later academic outcomes Journal of Educational Psychology, 2022, 114, 273-288. | 2.9 | 7 |
| 4 | Comorbidity in Reading Comprehension and Word-Problem Solving Difficulties: Exploring Shared Risk Factors and Their Impact on Language Minority Learners. Journal of Learning Disabilities, 2022, 55, 513-527. | 2.2 | 2 |
| 5 | Modelling multilevel nonlinear treatmentâ€byâ€covariate interactions in cluster randomized controlled trials using a generalized additive mixed model. British Journal of Mathematical and Statistical Psychology, 2022, , . | 1.4 | 2 |
| 6 | An Experimental Study to Strengthen Students' Comprehension of Informational Texts: Is Teaching for Transfer Important?. Learning Disabilities Research and Practice, 2022, 37, 124-139. | 1.1 | 0 |
| 7 | Building word-problem solving and working memory capacity: A randomized controlled trial comparing three intervention approaches Journal of Educational Psychology, 2022, 114, 1633-1653. | 2.9 | 7 |
| 8 | Addressing Challenging Mathematics Standards With At-Risk Learners: A Randomized Controlled Trial on the Effects of Fractions Intervention at Third Grade. Exceptional Children, 2021, 87, 163-182. | 2.2 | 12 |
| 9 | A Quasiexperimental Evaluation of Two Versions of First-Grade PALS: One With and One Without Repeated Reading. Exceptional Children, 2021, 87, 141-162. | 2.2 | 4 |
| 10 | Bringing Data-Based Individualization to Scale: A Call for the Next-Generation Technology of Teacher Supports. Journal of Learning Disabilities, 2021, 54, 319-333. | 2.2 | 16 |
| 11 | Closing the word-problem achievement gap in first grade: Schema-based word-problem intervention with embedded language comprehension instruction Journal of Educational Psychology, 2021, 113, 86-103. | 2.9 | 42 |
| 12 | Prevention: Necessary But Insufficient? A 2‥ear Followâ€Up of an Effective Firstâ€Grade Mathematics Intervention. Child Development, 2020, 91, 382-400. | 3.0 | 18 |
| 13 | Addressing the role of working memory in mathematical word-problem solving when designing intervention for struggling learners. ZDM - International Journal on Mathematics Education, 2020, 52, 87-96. | 2.2 | 29 |
| 14 | Cognitive Correlates of the Covariance in Reading and Arithmetic Fluency: Importance of Serial Retrieval Fluency. Child Development, 2020, 91, 1063-1080. | 3.0 | 37 |
| 15 | Improving Language Comprehension to Enhance Word-Problem Solving. Reading and Writing Quarterly, 2020, 36, 142-156. | 1.4 | 14 |
| 16 | Do the processes engaged during mathematical word-problem solving differ along the distribution of word-problem competence?. Contemporary Educational Psychology, 2020, 60, 101811. | 2.9 | 10 |
| 17 | Language-related longitudinal predictors of arithmetic word problem solving: A structural equation modeling approach. Contemporary Educational Psychology, 2020, 60, 101825. | 2.9 | 15 |
| 18 | Are Individual Differences in Response to Intervention Influenced by the Methods and Measures Used to Define Response? Implications for Identifying Children With Learning Disabilities. Journal of Learning Disabilities, 2020, 53, 428-443. | 2.2 | 18 |

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| 19 | Sight word acquisition in first grade students at risk for reading disabilities: an item-level exploration of the number of exposures required for mastery. Annals of Dyslexia, 2020, 70, 259-274. | 1.7 | 6 |
| 20 | Is "Response/No Response―Too Simple a Notion for RTI Frameworks? Exploring Multiple Response Types With Latent Profile Analysis. Journal of Learning Disabilities, 2020, 53, 454-468. | 2.2 | 4 |
| 21 | Dynamic Assessment for Identifying Spanish-Speaking English Learners' Risk for Mathematics Disabilities: Does Language of Administration Matter?. Journal of Learning Disabilities, 2020, 53, 380-398. | 2.2 | 3 |
| 22 | Improving Language Comprehension to Enhance Word-Problem Solving. Reading and Writing Quarterly, 2020, 36, 142-156. | 1.4 | 0 |
| 23 | New Standards and Old Divides: Policy Attitudes About College- and Career-Readiness Standards for Students with Disabilities. Teachers College Record, 2020, 122, 1-32. | 0.9 | 4 |
| 24 | Does an integrated focus on fractions and decimals improve at-risk students' rational number magnitude performance?. Contemporary Educational Psychology, 2019, 59, 101782. | 2.9 | 8 |
| 25 | Using Moderator Analysis to Identify the First-Grade Children Who Benefit More and Less From a Reading Comprehension Program: A Step Toward Aptitude-by-Treatment Interaction. Exceptional Children, 2019, 85, 229-247. | 2.2 | 11 |
| 26 | Embedding Self-Regulation Instruction Within Fractions Intervention for Third Graders With Mathematics Difficulties. Journal of Learning Disabilities, 2019, 52, 337-348. | 2.2 | 22 |
| 27 | The Role of Cognitive Processes in Treating Mathematics Learning Difficulties. , 2019, , 295-320. | | 6 |
| 28 | Connections Between Reading Comprehension and Wordâ€Problem Solving via Oral Language Comprehension: Implications for Comorbid Learning Disabilities. New Directions for Child and Adolescent Development, 2019, 2019, 73-90. | 2.2 | 17 |
| 29 | Three Frameworks for Assessing Responsiveness to Instruction as a Means of Identifying Mathematical Learning Disabilities. , 2019, , 669-681. | | 2 |
| 30 | Does the Severity of Students' Pre-Intervention Math Deficits Affect Responsiveness to Generally Effective First-Grade Intervention?. Exceptional Children, 2019, 85, 147-162. | 2.2 | 16 |
| 31 | A Longitudinal Analysis of the Trajectories and Predictors of Word Reading and Reading Comprehension Development Among At-Risk Readers. Journal of Learning Disabilities, 2019, 52, 195-208. | 2.2 | 42 |
| 32 | On the Importance of Moderator Analysis in Intervention Research: An Introduction to the Special Issue. Exceptional Children, 2019, 85, 126-128. | 2.2 | 24 |
| 33 | Are Students With Disabilities Accessing the Curriculum? A Meta-Analysis of the Reading Achievement Gap Between Students With and Without Disabilities. Exceptional Children, 2019, 85, 329-346. | 2.2 | 84 |
| 34 | Evaluating a Multidimensional Reading Comprehension Program and Reconsidering the Lowly Reputation of Tests of Nearâ€Transfer. Learning Disabilities Research and Practice, 2018, 33, 11-23. | 1.1 | 33 |
| 35 | Text Comprehension and Oral Language as Predictors of Word-Problem Solving: Insights into Word-Problem Solving as a Form of Text Comprehension. Scientific Studies of Reading, 2018, 22, 152-166. | 2.0 | 67 |
| 36 | Students with Disabilities' Abysmal School Performance: An Introduction to the Special Issue. Learning Disabilities Research and Practice, 2018, 33, 127-130. | 1.1 | 21 |

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| 37 | Response-To-Intervention in Finland and the United States: Mathematics Learning Support as an Example. Frontiers in Psychology, 2018, 9, 800. | 2.1 | 13 |
| 38 | A Randomized Control Trial of Working Memory Training With and Without Strategy Instruction. Journal of Learning Disabilities, 2017, 50, 62-80. | 2.2 | 49 |
| 39 | Critique of the National Evaluation of Response to Intervention: A Case for Simpler Frameworks. Exceptional Children, 2017, 83, 255-268. | 2.2 | 97 |
| 40 | A Meta-Analysis of Working Memory Deficits in Children With Learning Difficulties. Journal of Learning Disabilities, 2016, 49, 3-20. | 2.2 | 143 |
| 41 | Cognitive Profiles of Mathematical Problem Solving Learning Disability for Different Definitions of Disability. Journal of Learning Disabilities, 2016, 49, 240-256. | 2.2 | 39 |
| 42 | Does the Value of Dynamic Assessment in Predicting End-of-First-Grade Mathematics Performance Differ as a Function of English Language Proficiency?. Elementary School Journal, 2016, 117, 171-191. | 1.4 | 9 |
| 43 | The role of cognitive processes, foundational math skill, and calculation accuracy and fluency in word-problem solving versus prealgebraic knowledge Developmental Psychology, 2016, 52, 2085-2098. | 1.6 | 43 |
| 44 | Does Evidence-Based Fractions Intervention Address the Needs of Very Low-Performing Students?. Journal of Research on Educational Effectiveness, 2016, 9, 662-677. | 1.6 | 19 |
| 45 | Responsiveness-To-Intervention: A "Systems―Approach to Instructional Adaptation. Theory Into Practice, 2016, 55, 225-233. | 1.6 | 13 |
| 46 | A longitudinal study on predictors of early calculation development among young children at risk for learning difficulties. Journal of Experimental Child Psychology, 2016, 152, 221-241. | 1.4 | 26 |
| 47 | Cognitive and linguistic predictors of mathematical word problems with and without irrelevant information. Learning and Individual Differences, 2016, 52, 79-87. | 2.7 | 37 |
| 48 | Pathways to Thirdâ€Grade Calculation Versus Wordâ€Reading Competence: Are They More Alike or Different?. Child Development, 2016, 87, 558-567. | 3.0 | 61 |
| 49 | The Many Faces of Special Education Within RTI Frameworks in the United States and Finland. Learning Disability Quarterly, 2016, 39, 58-66. | 1.3 | 77 |
| 50 | Classwide Intervention Using Peer-Assisted Learning Strategies. , 2016, , 253-268. | | 6 |
| 51 | Multilevel Response-to-Intervention Prevention Systems: Mathematics Intervention at Tier 2. , 2016, , 309-328. | | 4 |
| 52 | A Research-Validated Program for Improving At-Risk Students' Fraction Magnitude Understanding, Word-Problem Solving, and Explanations. Literacy Studies, 2016, , 207-225. | 0.3 | 0 |
| 53 | Inclusion Versus Specialized Intervention for Very-Low-Performing Students. Exceptional Children, 2015, 81, 134-157. | 2.2 | 64 |
| 54 | Effects of a Multitier Support System on Calculation, Word Problem, and Prealgebraic Performance Among At-Risk Learners. Exceptional Children, 2015, 81, 443-470. | 2.2 | 43 |

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| 55 | Efficacy of an Intervention to Enhance Reading Comprehension of Students With High-Functioning Autism Spectrum Disorder. Remedial and Special Education, 2015, 36, 131-142. | 2.3 | 24 |
| 56 | Rethinking Service Delivery for Students With Significant Learning Problems. Remedial and Special Education, 2015, 36, 105-111. | 2.3 | 58 |
| 57 | Is Word-Problem Solving a Form of Text Comprehension?. Scientific Studies of Reading, 2015, 19, 204-223. | 2.0 | 91 |
| 58 | Republication of "Curriculum-Based Measurement: A Standardized, Long-Term Goal Approach to Monitoring Student Progress― Intervention in School and Clinic, 2015, 50, 185-192. | 1.0 | 1 |
| 59 | Segmenting Texts Into Meaningful Word Groups: Beginning Readers' Prosody and Comprehension. Scientific Studies of Reading, 2014, 18, 208-223. | 2.0 | 26 |
| 60 | What Is Intensive Instruction and Why Is It Important?. Teaching Exceptional Children, 2014, 46, 13-18. | 1.0 | 105 |
| 61 | Sources of individual differences in emerging competence with numeration understanding versus multidigit calculation skill Journal of Educational Psychology, 2014, 106, 482-498. | 2.9 | 39 |
| 62 | Does calculation or word-problem instruction provide a stronger route to prealgebraic knowledge?. Journal of Educational Psychology, 2014, 106, 990-1006. | 2.9 | 68 |
| 63 | Evidence-Based Practices in a Changing World. Educational Researcher, 2014, 43, 242-252. | 5.4 | 92 |
| 64 | Customizing a Researchâ€Based Reading Practice. Reading Teacher, 2014, 68, 173-183. | 0.9 | 18 |
| 65 | Examining the Predictive Validity of a Dynamic Assessment of Decoding to Forecast Response to Tier 2 Intervention. Journal of Learning Disabilities, 2014, 47, 409-423. | 2.2 | 25 |
| 66 | Understanding Unresponsiveness to Tier 2 Reading Intervention. Learning Disability Quarterly, 2014, 37, 192-203. | 1.3 | 20 |
| 67 | Behavioral Attention: A Longitudinal Study of Whether and How It Influences the Development of Word Reading and Reading Comprehension Among At-Risk Readers. Journal of Research on Educational Effectiveness, 2014, 7, 232-249. | 1.6 | 27 |
| 68 | Intervention Effects for Students With Comorbid Forms of Learning Disability. Journal of Learning Disabilities, 2013, 46, 534-548. | 2.2 | 38 |
| 69 | Effects of first-grade number knowledge tutoring with contrasting forms of practice Journal of Educational Psychology, 2013, 105, 58-77. | 2.9 | 124 |
| 70 | Efficacy of a Firstâ€Grade Responsivenessâ€ŧoâ€Intervention Prevention Model for Struggling Readers. Reading Research Quarterly, 2013, 48, 135-154. | 3.3 | 56 |
| 71 | Reaching the Mountaintop: Addressing the Common Core Standards in Mathematics for Students with Mathematics Difficulties. Learning Disabilities Research and Practice, 2013, 28, 38-48. | 1.1 | 75 |
| 72 | Promoting Teachers' Use of Scientifically Based Instruction. Elementary School Journal, 2013, 113, 303-330. | 1.4 | 4 |

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| 73 | Predicting development of mathematical word problem solving across the intermediate grades Journal of Educational Psychology, 2012, 104, 1083-1093. | 2.9 | 22 |
| 74 | Early Screening for Risk of Reading Disabilities. Assessment for Effective Intervention, 2012, 38, 6-14. | 0.8 | 25 |
| 75 | Smart RTI: A Next-Generation Approach to Multilevel Prevention. Exceptional Children, 2012, 78, 263-279. | 2.2 | 230 |
| 76 | Contributions of domain-general cognitive resources and different forms of arithmetic development to pre-algebraic knowledge Developmental Psychology, 2012, 48, 1315-1326. | 1.6 | 68 |
| 77 | The Cognitive and Academic Profiles of Reading and Mathematics Learning Disabilities. Journal of Learning Disabilities, 2012, 45, 79-95. | 2.2 | 123 |
| 78 | Accelerating Chronically Unresponsive Children to Tier 3 Instruction. Journal of Learning Disabilities, 2012, 45, 204-216. | 2.2 | 67 |
| 79 | First-Grade Cognitive Abilities as Long-Term Predictors of Reading Comprehension and Disability Status. Journal of Learning Disabilities, 2012, 45, 217-231. | 2.2 | 51 |
| 80 | The Early Prevention of Mathematics Difficulty. Journal of Learning Disabilities, 2012, 45, 257-269. | 2.2 | 61 |
| 81 | Predicting first graders' development of calculation versus word-problem performance: The role of dynamic assessment Journal of Educational Psychology, 2012, 104, 224-234. | 2.9 | 28 |
| 82 | The Construct and Predictive Validity of a Dynamic Assessment of Young Children Learning to Read: Implications for RTI Frameworks. Journal of Learning Disabilities, 2011, 44, 339-347. | 2.2 | 58 |
| 83 | Improving Attention and Preventing Reading Difficulties among Low-Income First-Graders: A Randomized Study. Prevention Science, 2011, 12, 70-79. | 2.6 | 38 |
| 84 | Exploring Dynamic Assessment as a Means of Identifying Children At Risk of Developing Comprehension Difficulties. Journal of Learning Disabilities, 2011, 44, 348-357. | 2.2 | 23 |
| 85 | The Effectiveness of Kindergarten Peer-Assisted Learning Strategies for Students with Disabilities. Exceptional Children, 2011, 77, 299-316. | 2.2 | 7 |
| 86 | On the Importance of a Cognitive Processing Perspective: An Introduction. Journal of Learning Disabilities, 2011, 44, 99-104. | 2.2 | 7 |
| 87 | Functional Correlates of Children's Responsiveness to Intervention. Developmental Neuropsychology, 2011, 36, 288-301. | 1.4 | 24 |
| 88 | Two-Stage Screening for Math Problem-Solving Difficulty Using Dynamic Assessment of Algebraic Learning. Journal of Learning Disabilities, 2011, 44, 372-380. | 2.2 | 25 |
| 89 | Number Combinations Remediation for Students with Mathematics Difficulty. Perspectives on Language and Literacy, 2011, 37, 11-16. | 0.3 | 1 |
| 90 | A Framework for Remediating Number Combination Deficits. Exceptional Children, 2010, 76, 135-156. | 2.2 | 35 |

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| 91 | Selecting at-risk first-grade readers for early intervention: Eliminating false positives and exploring the promise of a two-stage gated screening process Journal of Educational Psychology, 2010, 102, 327-340. | 2.9 | 155 |
| 92 | Do different types of school mathematics development depend on different constellations of numerical versus general cognitive abilities?. Developmental Psychology, 2010, 46, 1731-1746. | 1.6 | 204 |
| 93 | Modeling Response to Reading Intervention in Children With Down Syndrome: An Examination of Predictors of Differential Growth. Reading Research Quarterly, 2010, 45, 134-168. | 3.3 | 41 |
| 94 | Implementing Research-Based Instruction to Prevent Reading Problems Among Low-Income Students: Is Earlier Better?. Learning Disabilities Research and Practice, 2010, 25, 87-96. | 1.1 | 18 |
| 95 | The Contributions of Numerosity and Domainâ€General Abilities to School Readiness. Child Development, 2010, 81, 1520-1533. | 3.0 | 135 |
| 96 | Rethinking Response to Intervention at Middle and High School. School Psychology Review, 2010, 39, 22-28. | 3.0 | 97 |
| 97 | Influences of neural pathway integrity on children's response to reading instruction. Frontiers in Systems Neuroscience, 2010, 4, 150. | 2.5 | 15 |
| 98 | Embedding Number-Combinations Practice Within Word-Problem Tutoring. Intervention in School and Clinic, 2010, 46, 22-30. | 1.0 | 2 |
| 99 | The "Blurring―of Special Education in a New Continuum of General Education Placements and Services. Exceptional Children, 2010, 76, 301-323. | 2.2 | 206 |
| 100 | The Effects of Schema-Broadening Instruction on Second Graders' Word-Problem Performance and Their Ability to Represent Word Problems with Algebraic Equations: A Randomized Control Study. Elementary School Journal, 2010, 110, 440-463. | 1.4 | 70 |
| 101 | The effects of strategic counting instruction, with and without deliberate practice, on number combination skill among students with mathematics difficulties. Learning and Individual Differences, 2010, 20, 89-100. | 2.7 | 101 |
| 102 | Predicting reading growth with event-related potentials: Thinking differently about indexing "Responsiveness― Learning and Individual Differences, 2010, 20, 158-166. | 2.7 | 9 |
| 103 | Phonological awareness of children with Down syndrome: Its role in learning to read and the effectiveness of related interventions. Research in Developmental Disabilities, 2010, 31, 316-330. | 2.2 | 95 |
| 104 | Factors Contributing to Teachers' Sustained Use of Kindergarten Peer-Assisted Learning Strategies. Journal of Research on Educational Effectiveness, 2010, 3, 315-342. | 1.6 | 16 |
| 105 | Do Word-Problem Features Differentially Affect Problem Difficulty as a Function of Students' Mathematics Difficulty With and Without Reading Difficulty?. Journal of Learning Disabilities, 2009, 42, 99-110. | 2.2 | 41 |
| 106 | On the Importance of a Unified Model of Responsiveness to Intervention. Child Development Perspectives, 2009, 3, 41-43. | 3.9 | 31 |
| 107 | Effects of Fact Retrieval Tutoring on Thirdâ€Grade Students with Math Difficulties with and without Reading Difficulties. Learning Disabilities Research and Practice, 2009, 24, 1-11. | 1.1 | 68 |
| 108 | Responsiveness to Intervention: Multilevel Assessment and Instruction as Early Intervention and Disability Identification. Reading Teacher, 2009, 63, 250-252. | 0.9 | 12 |

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| 109 | Remediating number combination and word problem deficits among students with mathematics difficulties: A randomized control trial Journal of Educational Psychology, 2009, 101, 561-576. | 2.9 | 151 |
| 110 | Creating Opportunities for Intensive Intervention for Students with Learning Disabilities. Teaching Exceptional Children, 2009, 42, 60-62. | 1.0 | 10 |
| 111 | Making "secondary intervention―work in a three-tier responsiveness-to-intervention model: findings from the first-grade longitudinal reading study of the National Research Center on Learning Disabilities. Reading and Writing, 2008, 21, 413-436. | 1.7 | 88 |
| 112 | The Predictive Validity of Dynamic Assessment. Journal of Special Education, 2008, 41, 254-270. | 1.7 | 100 |
| 113 | Tracking children who fly below the radar: Latent transition modeling of students with late-emerging reading disability. Learning and Individual Differences, 2008, 18, 329-337. | 2.7 | 84 |
| 114 | Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. Learning Disability Quarterly, 2008, 31, 79-92. | 1.3 | 132 |
| 115 | Scaling Up an Early Reading Program: Relationships Among Teacher Support, Fidelity of Implementation, and Student Performance Across Different Sites and Years. Educational Evaluation and Policy Analysis, 2008, 30, 368-388. | 2.5 | 60 |
| 116 | Using Curriculum-Based Measurement to Identify the 2% Population. Journal of Disability Policy Studies, 2008, 19, 153-161. | 1.5 | 4 |
| 117 | Remediating Computational Deficits at Third Grade: A Randomized Field Trial. Journal of Research on Educational Effectiveness, 2008, 1, 2-32. | 1.6 | 35 |
| 118 | Prévenir les difficultés d'apprentissage en lecture: Le défi de la présentation du contenu et de l'organisation des services Canadian Psychology, 2008, 49, 155-161. | 2.1 | 3 |
| 119 | Does Early Reading Failure Decrease Children's Reading Motivation?. Journal of Learning Disabilities, 2008, 41, 387-404. | 2.2 | 121 |
| 120 | Effects of Preventative Tutoring on the Mathematical Problem Solving of Third-Grade Students with Math and Reading Difficulties. Exceptional Children, 2008, 74, 155-173. | 2.2 | 120 |
| 121 | A Curricular-Sampling Approach to Progress Monitoring. Assessment for Effective Intervention, 2008, 33, 225-233. | 0.8 | 23 |
| 122 | Effects of small-group tutoring with and without validated classroom instruction on at-risk students' math problem solving: Are two tiers of prevention better than one?. Journal of Educational Psychology, 2008, 100, 491-509. | 2.9 | 104 |
| 123 | Dynamic assessment of algebraic learning in predicting third graders' development of mathematical problem solving Journal of Educational Psychology, 2008, 100, 829-850. | 2.9 | 59 |
| 124 | Problem solving and computational skill: Are they shared or distinct aspects of mathematical cognition?. Journal of Educational Psychology, 2008, 100, 30-47. | 2.9 | 203 |
| 125 | Progress Monitoring as Essential Practice within Response to Intervention. Rural Special Education Quarterly, 2008, 27, 10-17. | 0.9 | 64 |
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126 Curriculum-Based Assessment. , 2008, , I-451-I-460.

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| 127 | Intensive Intervention for Students with Mathematics Disabilities: Seven Principles of Effective Practice. Learning Disability Quarterly, 2008, 31, 79-92. | 1.3 | 27 |
| 128 | Mathematics Screening and Progress Monitoring at First Grade: Implications for Responsiveness to Intervention. Exceptional Children, 2007, 73, 311-330. | 2.2 | 99 |
| 129 | Is There a Bidirectional Relationship between Children's Reading Skills and Reading Motivation?. Exceptional Children, 2007, 73, 165-183. | 2.2 | 283 |
| 130 | Peer-Assisted Learning Strategies in Reading for Students With Different Learning Needs. Journal of Cognitive Education and Psychology, 2007, 6, 395-410. | 0.2 | 2 |
| 131 | A Model for Implementing Responsiveness to Intervention. Teaching Exceptional Children, 2007, 39, 14-20. | 1.0 | 145 |
| 132 | Dynamic Assessment as Responsiveness to Intervention; a Scripted Protocol to Identify Young At-Risk Readers. Teaching Exceptional Children, 2007, 39, 58-63. | 1.0 | 45 |
| 133 | Extending Responsiveness to Intervention to Mathematics at First and Third Grades. Learning Disabilities Research and Practice, 2007, 22, 13-24. | 1.1 | 58 |
| 134 | Differences in Performance Between Students with Learning Disabilities and Mild Mental Retardation: Implications for Categorical Instruction. Learning Disabilities Research and Practice, 2007, 22, 119-128. | 1.1 | 18 |
| 135 | What We Need to Know About Responsiveness To Intervention (and Shouldn't Be Afraid to Ask). Learning Disabilities Research and Practice, 2007, 22, 129-136. | 1.1 | 187 |
| 136 | Using curriculum-based measurement to inform reading instruction. Reading and Writing, 2007, 20, 553-567. | 1.7 | 16 |
| 137 | Research on Peer-Assisted Learning Strategies: The Promise and Limitations of Peer-Mediated Instruction. Reading and Writing Quarterly, 2006, 22, 5-25. | 1.4 | 82 |
| 138 | A Framework for Building Capacity for Responsiveness to Intervention. School Psychology Review, 2006, 35, 621-626. | 3.0 | 41 |
| 139 | The cognitive correlates of third-grade skill in arithmetic, algorithmic computation, and arithmetic word problems Journal of Educational Psychology, 2006, 98, 29-43. | 2.9 | 444 |
| 140 | Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures Journal of Educational Psychology, 2006, 98, 394-409. | 2.9 | 238 |
| 141 | Extending Responsiveness-to-Intervention to Math Problem-Solving at Third Grade. Teaching Exceptional Children, 2006, 38, 59-63. | 1.0 | 4 |
| 142 | Teaching Third Graders about Real‣ife Mathematical Problem Solving: A Randomized Controlled Study. Elementary School Journal, 2006, 106, 293-311. | 1.4 | 19 |
| 143 | Introduction to response to intervention: What, why, and how valid is it?. Reading Research Quarterly, 2006, 41, 93-99. | 3.3 | 741 |
| 144 | Who Are the Young Children for Whom Best Practices in Reading Are Ineffective?. Journal of Learning Disabilities, 2006, 39, 414-431. | 2.2 | 196 |

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| 145 | The Effects of Computer-Assisted Instruction on Number Combination Skill in At-Risk First Graders. Journal of Learning Disabilities, 2006, 39, 467-475. | 2.2 | 118 |
| 146 | Predicting LD on the Basis of Motivation, Metacognition, and Psychopathology. Journal of Learning Disabilities, 2006, 39, 215-229. | 2.2 | 69 |
| 147 | On the Irrelevance of Intelligence in Predicting Responsiveness to Reading Instruction. Exceptional Children, 2006, 73, 8-30. | 2.2 | 57 |
| 148 | Responsiveness-To-Intervention: A Blueprint for Practitioners, Policymakers, and Parents. Teaching Exceptional Children, 2005, 38, 57-61. | 1.0 | 87 |
| 149 | Differential Effects of Peer-Assisted Learning Strategies on Students' Social Preference and Friendship Making. Behavioral Disorders, 2005, 30, 421-429. | 1.2 | 15 |
| 150 | Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research. Psychology in the Schools, 2005, 42, 795-819. | 1.8 | 346 |
| 151 | The Prevention, Identification, and Cognitive Determinants of Math Difficulty Journal of Educational Psychology, 2005, 97, 493-513. | 2.9 | 413 |
| 152 | Curriculum-Based Measurement of Mathematics Competence: From Computation to Concepts and Applications to Real-Life Problem Solving. Assessment for Effective Intervention, 2005, 30, 33-46. | 0.8 | 13 |
| 153 | Enhancing Mathematical Problem Solving for Students with Disabilities. Journal of Special Education, 2005, 39, 45-57. | 1.7 | 49 |
| 154 | Peer-Assisted Learning Strategies for English Language Learners with Learning Disabilities. Exceptional Children, 2005, 71, 231-247. | 2.2 | 112 |
| 155 | Responding to Nonresponders: An Experimental Field Trial of Identification and Intervention Methods. Exceptional Children, 2005, 71, 445-463. | 2.2 | 184 |
| 156 | Peer-Assisted Learning Strategies. Journal of Special Education, 2005, 39, 34-44. | 1.7 | 122 |
| 157 | Identifying Appropriate Test Accommodations for Students With Learning Disabilities. Focus on Exceptional Children, 2005, 37, . | 0.7 | 9 |
| 158 | The Promise and Limitations of Reading Instruction in the Mainstream: The Need for a Multilevel Approach. Exceptionality, 2004, 12, 163-173. | 1.5 | 9 |
| 159 | Determining Adequate Yearly Progress from Kindergarten Through Grade 6 with Curriculum-Based Measurement. Assessment for Effective Intervention, 2004, 29, 25-37. | 0.8 | 34 |
| 160 | Monitoring Early Reading Development in First Grade: Word Identification Fluency versus Nonsense Word Fluency. Exceptional Children, 2004, 71, 7-21. | 2.2 | 160 |
| 161 | Expanding Schema-Based Transfer Instruction to Help Third Graders Solve Real-Life Mathematical Problems. American Educational Research Journal, 2004, 41, 419-445. | 2.7 | 71 |
| 162 | Responsiveness to Mathematical Problem-Solving Instruction. Journal of Learning Disabilities, 2004, 37, 293-306. | 2.2 | 106 |

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| 163 | Enhancing mathematical problem solving among third-grade students with schema-based instruction Journal of Educational Psychology, 2004, 96, 635-647. | 2.9 | 83 |
| 164 | National Research Center on Learning Disabilities: Multimethod Studies of Identification and Classification Issues. Learning Disability Quarterly, 2004, 27, 189-195. | 1.3 | 25 |
| 165 | Identifying Reading Disabilities by Responsiveness-to-Instruction: Specifying Measures and Criteria. Learning Disability Quarterly, 2004, 27, 216-227. | 1.3 | 173 |
| 166 | Curriculum-Based Measurement: Describing Competence, Enhancing Outcomes, Evaluating Treatment Effects, and Identifying Treatment Nonresponders. Journal of Cognitive Education and Psychology, 2004, 4, 112-130. | 0.2 | 1 |
| 167 | Responsiveness-to-Intervention: Definitions, Evidence, and Implications for the Learning Disabilities Construct. Learning Disabilities Research and Practice, 2003, 18, 157-171. | 1.1 | 578 |
| 168 | The Potential for Diagnostic Analysis within Curriculum-Based Measurement. Assessment for Effective Intervention, 2003, 28, 13-22. | 0.8 | 68 |
| 169 | Explicitly teaching for transfer: Effects on third-grade students' mathematical problem solving Journal of Educational Psychology, 2003, 95, 293-305. | 2.9 | 142 |
| 170 | Enhancing third-grade student' mathematical problem solving with self-regulated learning strategies Journal of Educational Psychology, 2003, 95, 306-315. | 2.9 | 181 |
| 171 | Characteristics of Children Who Are Unresponsive to Early Literacy Intervention. Remedial and Special Education, 2002, 23, 300-316. | 2.3 | 296 |
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